DT CURRICULUM AND PROGRESSION

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N	THIS IS ME! *Begin to select and use activities and resources, with help when needed. This will help achieve a goal they have chosen, or one that is suggested to them. PSED *Begin to use one-handed tools and equipment, e.g. making snips in paper with scissors PD *Choose the right resources to carry out their own plan. PD *Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park EA&D Safe practice when handling tools and moving equipment and materials, following clear and sensible rules. Junk Modelling. Halloween Crafts/Folding paper for paper-plate witch's hair. Create 'community' using construction kits/junk modelling to include friends and neighbours houses.	SPECIAL TIMES *Begin to select and use activities and resources, with help when needed. This will help achieve a goal they have chosen, or one that is suggested to them. PSED *Begin to use one-handed tools and equipment, e.g. making snips in paper with scissors PD *Choose the right resources to carry out their own plan. PD *Use large-muscle movements to wave flags and streamers, paint and make marks. PD *Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park EA&D Safe practice when handling tools and moving equipment and materials, following clear and sensible rules. Make snowman with moveable limbs Make Christmas decorations Making jelly/sandwiches and other party food for Teddy Bear's Birthday Party Create 'community' using construction kits/junk modelling/loose parts create a small town (Barrow).	ONCE UPON A TIME *Select and use activities and resources, with help when needed. This will help achieve a goal they have chosen, or one that is suggested to them. PSED *Use one-handed tools and equipment, e.g. making snips in paper with scissors PD *Use large-muscle movements to wave flags and streamers, paint and make marks PD *Choose the right resources to carry out their own plan. PD *Explore different materials freely in order to develop their ideas about how to use them and what to make. EA&D Safe practice when handling tools and moving equipment and materials, following clear and sensible rules. PD Cooking/Baking: porridge/flap-jacks Design, make and decorate a large-scale 'cottage' for The Three Bears. Forest Schools (house /den/shelter for Goldilocks)	OUT OF THIS WORLD *Select and use activities and resources, with help when needed. This will help achieve a goal they have chosen, or one that is suggested to them. PSED *Use one-handed tools and equipment, e.g. making snips in paper with scissors PD *Choose the right resources to carry out their own plan. PD *Explore different materials freely in order to develop their ideas about how to use them and what to make. EA&D *Develop their own ideas and then decide which materials to use to express them EA&D *Create closed shapes with continuous lines, and begin to use these shapes to represent objects EA&D *Explore how things work UotW Safe practice when handling tools and moving equipment and materials, following clear and sensible rules. Making alien spaceships with an opening door. Making rockets Alien masks	NATURE DETECTIVES/MUDDY FACES, AMAZING PLACES *Select and use activities and resources, with help when needed. This will help achieve a goal they have chosen, or one that is suggested to them. PSED *Use one-handed tools and equipment, e.g. making snips in paper with scissors PD *Choose the right resources to carry out their own plan. PD *Explore different materials freely in order to develop their ideas about how to use them and what to make. EA&D *Develop their own ideas and then decide which materials to use to express them EA&D *Create closed shapes with continuous lines, and begin to use these shapes to represent objects EA&D *Explore how things work UotW Design and make a scarecrow Design and make a meadow (plate) garden	PIRATES/A LIFE ON THE OCEAN WAVE *Select and use activities and resources, with help when needed. This will help achieve a goal they have chosen, or one that is suggested to them. PSED *Use one-handed tools and equipment, e.g. making snips in paper with scissors PD *Choose the right resources to carry out their own plan. PD *Explore different materials freely in order to develop their ideas about how to use them and what to make. EA&D *Develop their own ideas and then decide which materials to use to express them EA&D *Create closed shapes with continuous lines, and begin to use these shapes to represent objects EA&D *Explore how things work UotW Design, make and float 'pirate ships'. Design and make a pirate outfit/t-shirt with logo/design Make a simple 'pulley'
R	MARVELLOUS ME • Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD) *Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) How to use the creative area – How to use scissors and other tools, what they can make with materials available. Encouraging children to return to a model to add extra bits later Making pumpkin soup – using cutlery safely chopping Making bread – using tools safely	JULIA DONALDSON • Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD) *Explore, use and refine a variety of artistic effects (EAD) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) • Create collaboratively, sharing ideas, resources and skills (EAD) *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Expressive arts and design, creating with materials - ELG). *Share their creations, explaining the process they have used (ELG) **Forest Schools:** Making Stick Man from sticks Making broomsticks Making texture Gruffalo collages (tearing and joining) - collaborative -	THE WORLD AROUND US • Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD) *Explore, use and refine a variety of artistic effects (EAD) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) *Use a range of small tools, including scissors, paintbrushes and cutlery (Physical development, fine motor skills - ELG) *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Expressive arts and design, creating with materials - ELG). *Share their creations, explaining the process they have used (ELG) Junk modelling Great Wall of China Chopping vegetables for Stir fry Cutting out envelopes and joining together Concertina puppets Chinese drums	TRADITIONAL TALES • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) • Create collaboratively, sharing ideas, resources and skills (EAD) *Use a range of small tools, including scissors, paintbrushes and cutlery (Physical development, fine motor skills - ELG) *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Expressive arts and design, creating with materials - ELG). *Share their creations, explaining the process they have used (ELG) Look at the architect Ustad Ahmad and design and make a house - collaborative Design and make a cape for Little Red Riding Hood Making vegetable soup for Grandma.	IN THE GARDEN	DINOSAURS
1	INTO THE WOODS **Cooking and nutrition** * use the basic principles of a varied and healthy diet to prepare dishes * understand where food comes from Using vegetables from planting to make a healthy pitta pocket	TELL ME A STORY **Design** *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make**	MUCK, MESS AND MIXTURES **Design** *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make**	PAWS, CLAWS AND WHISKERS	EXPLORATION AND DISCOVERY **Design** *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make**	UK **Design** *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through simple means e.g. talking, drawing **Make** *select and use a range of tools and equipment to perform practical tasks

		*select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** *evaluate their ideas and products against design criteria Use plasticine to print own wrapping paper	*select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria Design and make a pizza		*select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria **Technical knowledge** *build structures, exploring how they can be made stronger, stiffer and more stable *explore and use mechanisms, such as levers and sliders in their products. Making a moving picture	*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** *evaluate ideas and products against design criteria Design and make a uniform/costume
2	ME AND MY COMMUNITY COOKING AND NUTRITION *use the basic principles of a healthy and varied diet to prepare dishes *understand where food comes from *describe properties of ingredients and importance of varied diet *say where food comes from (animal, underground etc.) *describe how food is farmed, home-grown, caught *explain hygiene and keep a hygienic kitchen *draw eat well plate; explain there are groups of food *cut, peel and grate with increasing confidence *describe "five a day" *Healthy food, cooking* *Forest Schools*	HORRIBLE HISTORIES MAKE *select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics *Poppies, Christmas Crafts*	WHERE THE WILD THINGS ARE Design *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make *select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Wild Thing sculptures Boats that float		HOME AND AWAY MAKE *select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing TECHNICAL KNOWLEDGE *build structures, exploring how they can be made stronger, stiffer and more stable *explore and use mechanisms, such as levers and sliders in their products Cooking and Nutrition *use the basic principles of a healthy and varied diet to prepare dishes *understand where food comes from Food from around the world *Houses, bridges, architecture*	WEIRD, WACKY, WONDERFUL DESIGN *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology MAKE *select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics EVALUATE *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria *Phillip Tracey Hats, Wacky Races,*